

Career Management in Building Teacher Professional Performance

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Abstract

Teacher professionalism plays an essential role in educational institutions. Therefore, appropriate management is needed to realize the teacher's professional performance as expected. This study aims to analyze career management in building the teacher's professional performance in early childhood education institutions. The research method used is a qualitative case study type. Case study qualitative research was chosen to answer and explain the phenomenon of career management that has been carried out by finding more appropriate ways today. Data was obtained using observation, interviews and documentation. Data analysis techniques are data collection, data reduction, data presentation and conclusion. The study results show that there are four points carried out by institutions in building teacher professional performance, including; Internal and external analysis, strengthening work commitment, good competence, and continuous evaluation. Career management is the main ingredient that needs to be developed by educational institutions in fostering a professional attitude towards their performance so that the desired goals can be realized optimally.

Keywords: *career management; professionalism of performance; teacher of early childhood education*

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Introduction

Career development has become a requirement that employees must receive in addition to salary or bonus. Giving an increasingly better standard of living makes employees not only want regular jobs and benefits, but they also want a career that can open interests, personalities, and abilities that are in harmony with all employee life situations as well as increasing performance productivity (Karen et al., 2021; Riantini et al., 2021). Along with job satisfaction, career advancement and employee eligibility play an important part in efforts to improve performance. Career advancement helps government organizations and people achieve their goals (Nugraha et al., 2022). Therefore, many parties involved in organizations and institutions are competing to develop careers to increase the productivity and effectiveness of organizations and institutions; this has also been stated in the labour law (Pratama & Pasaribu, 2020).

Early childhood teaching is a career that has high tasks and challenges. They must be patient, active, and creative in dealing with existing educational problems (Shalihet et al., 2021). Besides this, the facilities and allowances given to them are still insufficient compared to teachers or teaching staff in junior high schools and high schools. This phenomenon requires them to develop a career outside the world of education in order to fulfil their survival, but the effectiveness of their performance as educators is not affected.

In their research, Anggraeni et al. (2020) explained that education and development variables have a positive and significant effect on employee performance. Furthermore, Nento & Abdullah (2021) emphasized that career development positively and significantly affects employee performance. According to Simon et al. (2020), their research explained that career development affects work engagement and influences the intention to stay. Darmawan et al. (2021) explained the results of testing the fourth hypothesis proving that career development significantly affects employee performance. Hayati et al. (2021) in his research explained that the variables of transformational leadership, job design, career development and technology could influence job satisfaction by 80%.

The research above broadly explains the effect of career development on employee performance, the influence of career development on professionalism, and the career productivity of teacher and employee performance. In contrast to what will be raised in this writing research, this research focuses on early childhood teacher career management in shaping teacher professionalism. Their existence as educators at an early age is diligent, patient and painstaking, and the lack of salary and benefits requires them to add careers outside of education. However, their performance as professional educational servants is still the same.

Educators at an early age in TK PGRI III Sumurdalam, Besuk, Probolinggo, East Java are among several teachers who receive salaries and allowances far below the average in the school environment in general. They receive salaries and benefits each month ranging from Rp.150,000 to Rp. 300,000. With this, teachers are required to seek other careers outside of school time. The existence of a small salary or benefits can impact effectiveness at work, which has an impact on professionalism at work, and of course, this impact is not a hope that will occur in the future.

Seto & Merdja (2020) stated that there is a positive and significant influence on salary and work motivation on teacher career professionalism. Oktavia (2021), in her research, explained that salary and work benefits have a positive and significant effect on teacher career productivity and professionalism; this means that increasing work allowances will increase productivity and professionalism. Sampurno et al. (2020) stated that salary affects the continuity of employee careers, benefits affect the continuity of employee careers, and bonuses affect the continuity of employee careers.

The high demands and responsibilities of daily living costs make them look for other careers that can support and meet the demands and responsibilities of their lives while still paying attention to and maintaining the professionalism and productivity of their teaching careers. This is, of course, not easy to do, considering that many people experience failure in carrying out career dualism simultaneously. Attention to maintaining stamina, mind and time discipline must be managed and paid attention to. These demands must be based on proper consideration and decision-making.

In this case, TK PGRI III Sumurdalam, Besuk, Probolinggo, East Java certainly does not remain silent but fully supports what has become the choice of teacher educators in careers outside of school by continuing to implement Career Management which is a shared commitment. This management has been implemented in the last three years. It is running according to what was previously expected so that teachers can have careers outside the school without affecting their careers as educators. In practice, this helps and trains teachers to become teachers and professionals workers. The form of teacher professionalism is in the form of carrying out all duties and responsibilities in each career perfectly without missing one another.

In line with the phenomena that occur in the above institutions, Putra & Darmawan (2022) emphasized in their research that career development significantly influences the formation of organizational commitment. Apart from that, organizational commitment is also influenced by employee career professionalism. Furthermore, Subiantoro et al. (2020) explained the results of partial and simultaneous studies that competence and career development significantly affect professionalism and work productivity. Fatimah & Sembiring (2022) emphasized that the work environment and career development significantly affect employees' work productivity and professionalism. Luthfiani et al. (2020) confirmed in their research that career development positively and significantly affects employee productivity and work professionalism. Furthermore, as Trisnanto et al. (2020) and Rahman (2022) stated in their research, career development has a positive and significant effect on work productivity and professionalism. Work productivity and professionalism will increase if the existing career development is higher.

The phenomena in TK PGRI III Sumurdalam, Besuk, Probolinggo, and East Java make researchers interested in researching career management in the professionalism of teacher career performance. This study aims to determine career management, including the primary key in carrying out career dualism between educational careers and careers outside of education simultaneously, which have been carried out by teachers in this institution, but still maintain the professionalism and productivity of this career dualism. With this, it is hoped that it can be a lesson for the general public in carrying out career dualism to form professionalism at work.

Methodology

This research occurred at TK PGRI III Sumurdalam, Besuk, Probolinggo, East Java. The research method used is a qualitative case study. This type of case study qualitative research was chosen to answer and explain the phenomenon of career management that has been carried out by finding more appropriate ways. Furthermore, adopting the opinions of experts and practitioners from national journals who understand career management.

Researchers went directly to the field to obtain data on career management in building the professionalism of teacher performance in early childhood education institutions. They obtained the data needed by observing the relevant schools and interviewing the Kindergarten Principal and two teachers. Qualitative data analysis was carried out interactively, namely, data collection (data collection), data reduction (data reduction), data presentation (data display) and conclusion/ drawing/ verification.

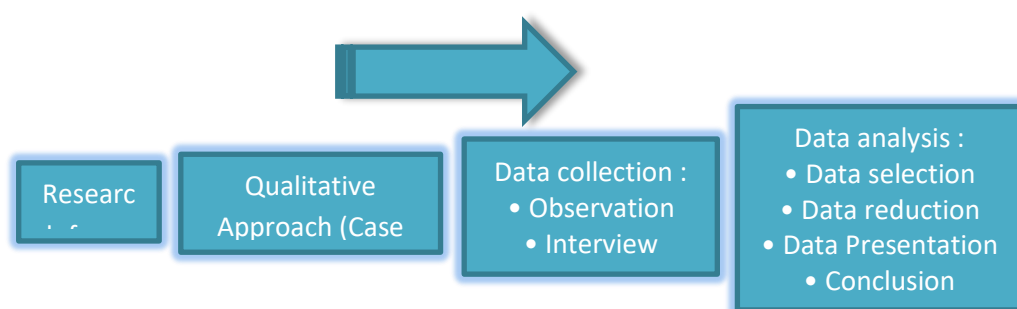


Figure 1. (Research Framework according to B Miles and A Michael Huberman, 1994)

Results and Discussion

Internal and External Analysis

TK PGRI III Sumurdalam, through the school principal, will communicate internal and external analysis to teachers before having a career outside of school to find out the goals and readiness of teachers for a career and to make controls for teachers when having a career outside of school. The internal analysis is paying attention to a teacher's duties, demands and

regulations while at school. While the external analysis is by paying close attention to the career scope to be pursued in terms of time, place, and prospects because this can be a clash between careers at school and outside of school, and so you can also bring new knowledge, knowledge and experiences as well as can apply it in the school environment. This is intended as an affirmation for teachers to always take care of and manage time when they have a career by not setting aside the main task of being an educator at this school.

Mm (2022), as the school's principal, emphasized internal and external analysis as the primary considerations when having a career outside of school. This is important to carry out and plan as the paramount preparation and reference for teacher careers outside school. With this analysis, teachers can discover prospects, especially for self-control and time.

In line with the findings of the researchers above, the formulation of the notion that internal factors are a process in which strategic planning examines the internal factors of the institution to determine where the institution has significant strengths and weaknesses so that it can manage opportunities effectively and deal with threats that exist in the environment. The external environment is all events outside the organization that can affect educational institutions. The external environment is a factor beyond the control that influences the choice of educational institutions regarding directions and actions, which also affects the organizational structure and internal processes (Astari, 2021). According to Siswanti (2020) defining, the external environment is an environmental influence that comes from outside the company, both those that are very close to the company and those that are pretty far away, and will directly or indirectly affect the company's activities as a whole.

The phenomena that occur in TK PGRI III Sumurdalam by analyzing internal factors and external factors before starting a career have an impact on teachers' knowledge and understanding of the school environment specifically and the environment around where they work, also knowing everything that needs to be prepared and maintained such as preparing physically and mentally and keep time. The relevance of the analysis from the findings of the researchers above with the explanation according to the experts cited is clear that internal and external analysis is essential and urgent to do when working, especially for educators at an early age.

Strengthening Work Commitment

The next thing that teachers at TK PGRI III Sumurdalam consider in a career is a high work commitment. Commitment is the desire that is accompanied by the ability to carry out and carry out tasks. This high commitment must be achieved, of course, with the beginning of strengthening. This strengthening is done by agreeing before the teachers have a career outside the school. Strengthening the commitment that the teacher has noticed and carried out is divided into two parts: First, active commitment, namely the establishment of a good relationship between the teacher and the school staff by paying attention to things that can cause the death of a teacher as an educator. Second normative commitment, namely ownership of a sense of loyalty to the school. These commitments are of concern to and are carried out by educators at an early age so that they continue in their careers while still paying attention to the relationships and obligations between them.

Dwiyanti & Bagia (2020) explained in their research that there are three indicators of organizational commitment, namely: First, Affective commitment, the employee's relationship with the company, which causes employees not to leave the company because emotionally employees already have ties with the organization, Second, Normative commitment, obligations employees to remain in the company, because it should be like that, in the sense that this is something that must be done and right, and Third Continuous Commitment, a commitment based on losses that cause employees to leave the company, this is due to differences between seniors and junior for the promotion given.

According to Mm (2022), as a teacher at TK PGRI III, Sumurdalam explained that in carrying out a career outside of school, the next thing to pay attention to is strengthening work commitment. The strengthening of work commitment is carried out by educators with the school and educators with the second career organization. One example of strengthening work commitment is the dynamic relationship between the two partners. This career management can go according to plan.

Mustaghfiroh et al. (2020) define work commitment as a person's ability to realize and achieve organizational goals in general. Jang & Juliana (2020) interpret work commitment as an employee's desire to become an employee in the organization based on trust and acceptance of the values and goals of this company. High work commitment is an aspect that must exist in a school organization because the creation of high work commitment will affect professional work situations and what is expected. A person who has organizational commitment will try his best so that the interests of the organization can be fulfilled.

According to the author's findings above, with what has been explained by previous authors, strengthening work commitment in a career is so important to maintain harmony between one party and another, as well as to build a professional work atmosphere.

Good Competency

Before starting a career outside of school, teachers at Sumurdalam PGRI III Kindergarten must have broad and adequate competencies. The competence in question has specific conceptual skills: the ability to see and understand a problem and issue within the organization. Humanity skills: the ability to understand and motivate other people and groups. Administrative skills: the ability to assist in completing tasks related to organizational management. Technical skills: the ability of individuals to perform specific tasks. These skills show the abilities, strengths, and advantages of teachers as their provision for a career.

Rohman (2020) and Elfahmi (2020) confirmed in their research that competency is a harmonious blend of several elements, including knowledge, skills, values, and attitudes, reflected in the habits of thinking and acting so they can realize their performance appropriately and effectively. In teaching systems, competence describes professional abilities, namely the ability to demonstrate knowledge and conceptualization at a higher level (Anggreni et al., 2022). Eliza et al. (2022) confirmed in their research that professional teachers must possess four skills: having high knowledge, the ability to transmit knowledge, understanding student development, and having innovation and a high sense of humour.

As is the phenomenon that has occurred in TK PGRI III Sumurdalam that competence in the form of skills must be possessed by teachers in their careers. By having these skills, teachers can be said to have the key, and all they have to do is choose a career that is, of course, on their skills. So in developing teachers who have skills, it will be easy and constantly make changes according to the demands and tasks.

The notion of competence is a specification of the knowledge, skills and attitudes a person possesses and their application in work by the required performance standards in the field. The habit of thinking and acting consistently and continuously enables a person to become competent in having basic knowledge, skills and values to do something (Rifa'i & Kholilullah, 2022; Witarsa & Alim, 2022; Uzlal & Suryana, 2022).

As the head of TK PGRI III Sumurdalam, MM added that the competence of a teacher's skills is shown because this is supporting material for teacher success in careers outside of school. The existence of skills can balance and complete all tasks in a career. Teachers with skills will feel passionate about working and have innovations, especially in learning, so that students can understand the material appropriately presented at an early age.

Continuous Evaluation

Teachers' final form in their careers is to carry out continuous evaluations. This evaluation aims to find and know the limits and performance results in a career. This

evaluation is carried out by the teachers every month. By evaluating, of course, the performance results in that time can be known and studied further so that it will be much better in the future. The form of the evaluation stages carried out by the teachers is Context evaluation: efforts to describe and detail the environment, and unmet needs, with existing organizational goals. Input evaluation: evaluation that aims to provide information to determine how to use available resources in achieving program objectives. Process evaluation: a directed and planned effort to produce something, both in the planning and implementation phases. An evaluation of results: evaluation directed at seeing the program results achieved as a basis for determining the final decision, repaired, increased or dismissed.

The stages of the evaluation are what have been explained by Felayati & Yaswinda (2019). That the evaluation is divided into five parts: evaluation of context, evaluation of inputs, evaluation of processes, evaluation of products and evaluation of results. In line with the importance of educational evaluation, the evaluation method is used to determine the quality of programs that have been implemented by comparing them with a standard set by the government and the theories that support the elements of institutional management. One approach or evaluation model that is thorough, comprehensive and provides a detailed description of the object or variable being evaluated is the CIPP (Context, Input, Process, Product) model (Utami et al., 2020).

The existence of these evaluations becomes teaching material, considerations and achievements that have been carried out by matching tasks and responsibilities at school and outside of school. Hence, the application of continuous evaluation is something that must be considered as well.

Conclusion

Based on the results of the researchers and discussion of the titles that have been researched, it can be concluded that TK PGRI III Sumurdalam has carried out career management for educators in their careers. The application of career management aims to shape teacher professionalism in work, especially as educators. This form of career management is divided into four parts: Internal and External Analysis, Strengthening Work Commitment, Good Competence, and Continuous Evaluation. The existence of career management that has been applied can be an example of lessons for organizations and individuals in a successful career in two different organizations so that the results of management can affect professionalism at work. In particular, TK PGRI III Sumurdalam always maintains and preserves the implementation of career management that is already underway because this can shape the performance of professionalism of teachers.

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